

Markscheme
Barème de notation
Esquema de calificación

November / Novembre / Noviembre de 2020

English / Anglais / Inglés B

Standard level – Paper 2 – Listening comprehension
Niveau moyen – Épreuve 2 – Compréhension orale
Nivel Medio – Prueba 2 – Comprensión auditiva

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The following are the annotations available to use when marking responses.

Annotation	Explanation	Associated shortcut	Annotation	Explanation	Associated shortcut
	Award 0 – automatically awards zero for a given response			On page comment	
	Tick 1 – automatically awards one point for a given response			Unclear content or language	
	Incorrect point			SEEN - every scanned page must be annotated or marked as SEEN	
	Ellipse that can be expanded			Good Response/Good Point	
	Horizontal wavy line that can be expanded			Caret – indicates omission	
	Highlight tool that can be expanded			Vertical wavy line that can be expanded	

You **must** make sure you have looked at all pages. Please put the **SEEN** annotation on any blank page, to indicate that you have seen it.

When using the **On page comment** annotation, please keep the following in mind:

- Avoid covering the candidate's own writing. This can be done by writing your comments in the margins then running the arrow attached to the **"On page comment"** annotation to the appropriate place.
- Provide all comments in the target language.

General marking instructions

Assistant Examiners (AEs) will be contacted by their team leader (TL) through RM™ Assessor, by email or telephone – if through RM™ Assessor or by email, please reply to confirm that you have downloaded the markscheme from IBIS. The purpose of this initial contact is to allow AEs to raise any queries they have regarding the markscheme and its interpretation. AEs should contact their team leader through RM™ Assessor or by email at any time if they have any problems/queries regarding marking. For any queries regarding the use of RM™ Assessor, please contact emarking@ibo.org.

Instructions générales pour la notation

Les chefs d'équipe se mettront en rapport avec les examinateurs assistants de leur équipe par l'intermédiaire de RM™ Assessor, par courriel ou par téléphone. S'ils s'adressent à vous par RM™ Assessor ou par courriel, veuillez répondre et confirmer que vous avez téléchargé le barème de notation à partir d'IBIS. L'objectif de cette première prise de contact est de permettre aux examinateurs assistants de soulever toutes les questions qu'ils ont concernant le barème de notation et son interprétation. Les examinateurs assistants doivent contacter leur chef d'équipe par l'intermédiaire de RM™ Assessor ou par courriel à tout moment s'ils éprouvent des difficultés ou s'ils ont des questions concernant la notation. Pour toute question concernant l'utilisation de RM™ Assessor, veuillez envoyer un courriel à emarking@ibo.org.

Instrucciones generales para la corrección

El jefe de equipo se pondrá en contacto con los examinadores asistentes mediante RM™ Assessor, correo electrónico o por teléfono. Si se pone en contacto mediante RM™ Assessor o correo electrónico, conteste para confirmar que ha descargado el esquema de calificación de IBIS. El propósito de este primer contacto es permitir al examinador asistente plantear todas las consultas que tenga respecto al esquema de calificación y su interpretación. El examinador asistente deberá ponerse en contacto con el jefe de equipo mediante RM™ Assessor o correo electrónico si tiene problemas o consultas sobre la corrección. Si tiene alguna consulta respecto al uso de RM™ Assessor, envíe un correo electrónico a emarking@ibo.org.

1. For questions where short answers are required, the answer must be clear. Do not award the mark if the answer does not make sense or if the additional information makes the answer ambiguous, incorrect or incomprehensible.
2. Allow spelling mistakes so long as they do not hinder comprehension or do not change the sense of the phrase.
3. For true or false questions, candidates may use a tick or a cross to indicate their intended response but usage must be consistent. If a candidate writes two ticks or two crosses for the same answer award **[0]**. If a candidate answers with a cross and a tick for the same answer, mark the tick and ignore the cross.
4. For questions where the candidate has to write a letter in a box (for example, multiple choice questions), if a candidate has written two answers – one in the box and one outside – only mark the answer inside the box.
5. The total number of marks for the question paper is **[25]**.

1. En ce qui concerne les questions pour lesquelles des réponses brèves sont attendues, la réponse donnée doit être claire. N'attribuez pas de points si la réponse n'a aucun sens ou si les informations supplémentaires qu'elle contient la rendent ambiguë, incorrecte ou incompréhensible.
2. Vous pouvez autoriser les fautes d'orthographe tant qu'elles ne nuisent pas à la compréhension ou qu'elles ne changent pas le sens de la phrase.
3. En ce qui concerne les questions de type vrai ou faux, les candidats peuvent cocher ou marquer d'une croix la réponse de leur choix, mais ils doivent rester cohérents. Si un candidat a utilisé deux coches ou deux croix pour la même réponse, attribuez **[0]**. Si un candidat a répondu par une croix et une coche à la même question, prenez en compte la coche et ignorez la croix.
4. En ce qui concerne les questions pour lesquelles le candidat doit écrire une lettre dans une case (par exemple, dans le cas de questions à choix multiple), s'il a donné deux réponses différentes, l'une à l'intérieur de la case et l'autre en-dehors, ne prenez en compte que la réponse qui se situe dans la case.
5. Le nombre total de points pour l'épreuve d'examen est de **[25]**.

1. Las preguntas que requieran una respuesta corta deben responderse con claridad. No otorgue la puntuación si la respuesta no tiene sentido o si la información adicional hace que la respuesta sea ambigua, incorrecta o incomprensible.
2. Permita errores de ortografía siempre y cuando no dificulten la comprensión ni cambien el sentido de la oración.
3. En las preguntas de verdadero o falso, los alumnos podrán indicar la respuesta elegida con un tic o una cruz, pero el uso de los signos debe ser coherente. Si el alumno marca dos tics o dos cruces en la misma respuesta, otorgue la puntuación **[0]**. Si el alumno responde marcando una cruz y un tic en la misma respuesta, puntúe el tic e ignore la cruz.
4. En las preguntas que requieran escribir una letra en una casilla (por ejemplo, en las preguntas de opción múltiple), si el alumno ha escrito dos respuestas (una dentro de la casilla y la otra fuera), puntúe únicamente la respuesta marcada dentro de la casilla.
5. El número total de puntos asignados al cuestionario de examen es **[25]**.

Text A

Question		Target answer	Accept	Do not accept	Marks
1.		B, E, H, I, J	In any order, award [1] for each correct answer		5
				Total	5

Text B

Question		Target answer	Accept	Do not accept	Marks
2.		healthy / fun-loving		busy / lucky	1
3.		get a job / get a really good job	started work(ing)	got lucky	1
4.		(had) no energy			1
5.		(some kind of) reassurance		lose weight / weight loss	1
6.		(at the) gym			1
7.		A			1
8.		C			1
9.		A			1
10.		B			1
11.		B			1
				Total	10

Text C

Question		Target answer	Accept	Do not accept	Marks
12.		both			1
13.		both			1
14.		Michael			1
15.		both			1
16.		Sandra			1
17.		desert (in the same region)	deserts		1
18.		ventilation			1
19.		vertical farms			1
20.		oxygen			1
21.		air conditioners			1
				Total	10

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Audio text A – Celebrity Interview (Human ingenuity. Entertainment.)

	Speaker 1	Speaker 2	Speaker 3
Name	Emily (Guest)	Dave (Radio host)	
Gender	Female	Male	
Age	25 - 50	25 - 50	
Notes	Any UK accent	Any Australian accent	
Scene location and notes	A radio host and guest are talking about celebrity status		

Segment name or number	Time	Speaker name	Script	Notes for studio (voice instructions, sound effects, pause details...)
Intro	0.00-0.10		You are going to hear a radio show host and his guest discuss celebrity status. The radio show host is Dave and his guest is Emily.	
1	0.00-0.03			Sound effect: of radio jingle, fading out as the speaker comes in
2	0.03-0.13	Dave	G'day, listeners! Welcome to Dave's Discussions. What do we think about celebrity status? To discuss this with me is today's guest Emily Wood who writes for a celebrity magazine.	
3	0.13-0.15	Emily	It's great to be here.	
4	0.15-0.21	Dave	Emily, let me jump straight in. It's too easy to become a celebrity today.	Slight emphasis on "too easy"
5	0.21-0.25	Emily	I agree. But many are celebrities for only a short time.	
6	0.25-0.31	Dave	That is true. But while they are celebrities, they earn far too much money!	

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7	0.31-0.36	Emily	Well, being a celebrity means you don't really have a private life anymore, so I'm ok with that.	
8	0.36-0.44	Dave	In that case, they should be more careful about how they behave all the time. Celebrities are role models after all.	
9	0.44-0.50	Emily	That seems unfair. Celebrities are just people, so they will sometimes do the wrong thing.	
10	0.50-0.54	Dave	And that is a problem because their influence is growing and growing.	
11	0.54-0.59	Emily	I don't think it's a problem but you're right that celebrities' influence is increasing.	
12	0.59-1.01	Dave	Ok! Time for a quick break.	
13	1.01-1.04			Sound effect: of Radio jingle, fading out to PAUSE on second and third playthroughs (when used as Text C).
14	1.04-1.08	Dave	So, back to celebrities. Is there anything you're worried about?	
15	1.08-1.19	Emily	Advertising. Did you know that 80% of car adverts feature celebrities, as well as 71% of sugary drinks adverts, and 81% of adverts for fast food?	
16	1.19-1.22	Dave	I didn't know. But that sounds about right.	
17	1.22-1.26	Emily	Right, and I worry especially about the adverts for sugary drinks.	
18	1.26-1.29	Dave	Because of weight gain and damage to teeth?	
19	1.29-1.34	Emily	No, because sugar has a negative impact on the developing brains of younger people.	
20	1.34-1.36	Dave	That is shocking!	
21	1.36-1.45	Emily	And most of these adverts use sports stars, who are far more popular among teenagers than celebrities such as pop stars and reality TV stars.	

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22	1.45-1.48	Dave	What do you think we can do about this?	
23	1.48-1.53	Emily	Something needs to change. I want them to think more about using their influence in a positive way.	
24	1.53-1.59	Dave	Hmm, well, lot's more to talk about but I'm afraid we're out of time. Thank you very much Emily.	
25	1.59-2.00	Emily	You're welcome.	

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Audio text B – Mental and physical health (Health and well-being)

	Speaker 1	Speaker 2	Speaker 3
Name	Samantha (a vlogger)		
Gender	Female		
Age	Mid 20s		
Notes	Any UK accent		
Scene location and notes	Monologue, informal A vlogger sharing a personal story		

Segment name or number	Time	Speaker name	Script	Notes for studio (voice instructions, sound effects, pause details...)
Intro	0.00-0.07		You are going to hear a vlogger, Samantha, talking about improving her health and life.	
1	0.00-0.03			Sound effect: of brief intro jingle, such as for a YouTube video.
2	0.03-0.11	Samantha	Hi guys. My name is Samantha and today I wanted to share with you my story about mental and physical health.	
3	0.11-0.23		Ok, so during my teens, I was always healthy and fun-loving. And, right after I finished college, I was lucky enough to get a job, a REALLY good one.	Enthusiastically
4	0.23-0.38		But, then it seemed like I was just constantly at work and by the weekend, I had NO energy for anything. This went ON and ON and before I knew it I started to gain weight and I struggled with depression.	Enthusiasm fading

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5	0.38-0.51		I knew I needed help, not particularly to lose weight, but um... some kind of <u>reassurance</u> . So finally, I walked into a gym and I said, "I need help!"	Slowing down on "not particularly to lose weight", as if thinking as she speaks. Emphasising the word "reassurance". Acting out the "I need help!"
6	0.51-1.03		Luckily, I met Anna there. She's a fantastic personal trainer. I'll tell you about how she changed my life but first, here are some pictures of me from a month ago – take a look!	Enthusiastic again
7	1.03-1.07			Sound effect: of similar jingle as the beginning, fading out to PAUSE on second playthrough.
8	1.07-1.45	Samantha	So, what do you think? Here's what I did to achieve this: First, we focused on cardio work. Now THAT was tough – Anna pushed me to my limit every day. But then we moved onto muscle work and <u>that</u> was different. Anna said I had to train but the following day I should wake up feeling good, otherwise exercise becomes associated with pain, you know? The trick is: do a little everyday rather than too much and then stop for a few days to recover. Honestly, I <u>wasn't sure</u> this would work, but it <u>did</u> .	Stress the underlined words.
9	1.45-2.09		Another great thing about Anna's programme was that she made me WANT to work out. Anna got me to keep a journal about how I felt at the beginning, middle and the end of each workout. She asked me to focus on my feelings during those three phases. And, the result was AMAZING. My life is a lot better now and I feel better at work.	excitedly
10	2.09-2.27		The month is over and I STILL exercise every day. I don't need a trainer to motivate me and I'm proud of my story.	More reflective tone.

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			Anyway, I hope you guys find my story helpful. Leave a comment below, and see you in my next video!	
11	2.27-3.00			Sound effect: of same intro jingle as the beginning

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Audio text C – Urban and rural environment, tall buildings in cities (**Sharing the planet**)

	Speaker 1	Speaker 2	Speaker 3
Name	Sandra	Michael	Teacher
Gender	Female	Male	Male
Age	Teenager/student	Teenager/student	Mid 30s
Notes	Any UK accent	Australian	Any UK accent
Scene location and notes	a class discussion – semi-formal dialogue + host		

Segment name or number	Time	Speaker name	Script	Notes for studio (voice instructions, sound effects, pause details...)
Intro	0.00-0.07	Intro	You are going to hear a guided discussion in class about tall buildings in big cities.	
1	0.00-0.03			Sound effect: of ambient room noise (low murmur, people adjusting in seats etc.), fading out gradually as speaker comes
2	0.03-0.14	Teacher	So, today we will continue our class discussion about tall buildings in big cities. Alright, so we will have Michael and Sandra. Michael, what do you think?	
3	0.14-0.25	Michael	Have a look at these pictures of some popular cities. These cities are recognised as modern and beautiful, and this, I believe, is because of their skyline.	Confidently
4	0.25-0.45	Sandra	Oh, you certainly have a point, Michael. Tall buildings do make modern cities look amazing. But, cities where height is restricted look great too.	Stress on “do”

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			Take Washington DC, for example. Buildings there can't be taller than 90 feet, but it's a fantastic city, visited by millions of tourists.	
5	0.45-0.53	Michael	You're right about that: those places are enjoyable to visit . But they would be uninteresting places to live .	Stress on "visit" and "live"
6	0.53-1.02	Sandra	I disagree; that is all a matter of personal taste. Also, going back to those cities with tall buildings: think about the cost of living. Houses and apartments are very expensive there.	In a challenging manner
7	1.02-1.21	Michael	That is true for now . But, guess what? Unlike cities where height is restricted, there is potential for more housing in cities with tall buildings. This means that in the future, housing is likely to be more affordable there!	Stress on "for now", and "more"
8	1.21-1.31	Sandra	Um...perhaps... But I think that city living will actually become less popular in the future, so this potential won't matter anyway.	
9	1.31-1.36	Michael	I doubt that . Cities will always draw people in.	Emphasise "I doubt that". Stress on "always"
10	1.36-1.43	Teacher	Thank you both, a lot of interesting points. So class, do you have any questions so far?	Almost interrupting
11	1.43-1.47			Sound effect: of ambient room noise (low murmur, people adjusting in seats etc.), fading out gradually to PAUSE on second playthrough.
12	1.47-1.55	Teacher	Thank you for the questions. Now, Sandra, what do you think of the impact of tall buildings on the environment?	
13	1.55-2.16	Sandra	Well, tall buildings make cities really hot. Did you know that in some places the surface temperatures in the city exceed temperatures in the desert in the same region? Why? The heat gets trapped in the narrow spaces between the city's tall buildings. And excessive heat, as we know, contributes to climate change.	Stress on "really", and "exceed"
14	2.16-2.40	Michael	Oh, but nowadays, most tall buildings are designed to allow more ventilation and better use of energy. Other eco-friendly features are also used in some buildings now, like vertical farms. The plants that grow in	Slight emphasis on "other" and "and"

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			these vertical farms produce oxygen <u>and</u> at the same time they are helping to solve the increasing food shortage problem by providing fresh produce.	
15	2.40-2.55	Sandra	That may be, but still... think about all those air conditioners during the summer and the amount of energy that is wasted because of them. <u>Overall</u> , I think that tall buildings are <u>not</u> the answer to our environmental problems.	Slight emphasis on "Overall" Stress on "not"
16	2:55-3:00	Teacher	Thank you, Sandra and Michael. That's all we have time for today.	